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Integrated Occupational Program

English Language Arts

Program of Studies

Grades 8 and 9

INTERIM 1991

The IOP courses for Grades 8, 9, 10 and 11 have interim approval and are being implemented as follows:

- Grades 8 and 9 – Provincial implementation, September 1989
- Grade 10 – Provincial implementation, September 1990
- Grade 11 – Provincial implementation, September 1991.

The IOP courses for Grade 12 are in draft form and are scheduled for implementation, September 1992.



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IOP ENGLISH LANGUAGE ARTS GRADES 8 AND 9

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

In recognition that the needs of both the individual and society may best be served through school experiences designed to meet student needs and abilities, the *Secondary Education in Alberta* policy statement, June 1985, directs that a program be developed for students who have experienced difficulty learning. This program, beginning in Grade 8, is the Integrated Occupational Program (IOP) and will articulate with a similar program in the senior high school. The policy states that:

“... the goals of the secondary schools are to assist students to ... become aware of the expectations, and be prepared for the opportunities of the workplace—expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers ...” (p. 12)

The policy also states the value of the community partnerships in the educational process:

“Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools.” (p. 8)

In addition the policy statement directs that:

“The Certificate of Achievement will be awarded to those students who, because of their abilities

and needs, have taken the Integrated Occupational Program. The certificate will recognize their achievement in that program.” (p. 23)

The Integrated Occupational Program is designed to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Integrated Occupational English Language Arts Program is designed for students who have experienced difficulty with language arts in the regular program, and focuses on the need of the learner to experience success. Further, the program assists students to transfer and apply specific communication and thinking skills to more generalized situations in everyday life and the world of work. In particular, the Integrated Occupational English Language Arts Program will enhance students' abilities to:

- increase personal growth and become self-motivated and self-directed
- gain increased confidence in taking risks and accepting challenges
- participate responsibly in a changing society through the development of self-confidence and a sense of self-worth
- think conceptually, critically and creatively and use language to enhance thinking
- express ideas and thoughts clearly when writing and speaking

- read, listen and view with understanding and appreciation
- define themselves and their communities through exposure to literary and cultural heritage
- use technology to communicate.

The Integrated Occupational English Language Arts Program encourages teachers to use a variety of diagnostic tools to identify the student's current ability level and promote growth using individual abilities, needs and interests. The literacy demands of the home, school, workplace and community are addressed in the program through a wide variety of learning experiences. Thinking strategies that foster effective behaviours in planning, organizing and self-monitoring are emphasized throughout the program.

Prescribed content for the English Language Arts, Grades 8 and 9, reflects an emphasis on life skills, and has been determined on the basis of the abilities and needs of students for whom the courses were designed. Nevertheless, the philosophy, goals and directions established in the Integrated Occupational English Language Arts Program are consistent with those of other regular program language arts courses. This continuity will assist students in their transition from a regular program to the IOP, and from the IOP to a regular program.

Within appropriate contexts, the English language arts program is designed to mediate, reinforce and extend concepts, skills and attitudes addressed in preceding language arts courses. In addition, new concepts, skills and attitudes will be introduced and developed in keeping with the abilities, needs and interests of students.

PHILOSOPHY

The need to develop programs for exceptional students is based on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta* policy statement, June 1985: "... a respect for the unique nature and worth of each individual". (p. 7)

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the way children learn, the overall potential of these children and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There are patterns and predictability to children's learning. However, each student's learning pattern, style and pace is unique, reflecting past experiences. The Integrated Occupational Program is designed to address these differences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the normal range of learning potential, thus every effort must be made to offer experiences that provide equitable opportunities to participate in all aspects of life. Inherent in the Integrated Occupational Program is an overriding commitment to prepare students for meaningful participation in our democratic society.

The Integrated Occupational English Language Arts Program focuses first and foremost on the needs of the learner. As attitude and self-esteem have powerful influences over learning, the program must foster within each student a positive self-concept and a positive attitude toward learning. The concepts, skills and attitudes addressed within the program must:

- provide meaningful and relevant learning experiences
- be appropriate to student ability
- provide for student success
- enable students to understand and function effectively in their personal environment.

Students vary in the ways they receive, process, recall, apply and communicate information. Each student has a preferred way of approaching learning tasks. Instructional planning must include careful assessment of each student's developmental characteristics, knowledge, skills and preferred way of learning. In order to ensure that individual student needs are being met, instructional plans may often need to be adjusted or modified.

Although students are at various stages of cognitive development, most will continue to use concrete operational thinking. Students will depend upon personal experience and personalized content to link new ideas with prior knowledge. As the process of analysis must be based on tangible experience, learning activities should begin at the concrete level, with a high emphasis placed on experiential learning. An experiential approach will enable students to relate what they are learning to past experience. Strategies that will assist the learner in progressing from the concrete level of thinking to more abstract thought processes are provided in the program of studies/curriculum guide and corresponding teacher resource manual (available for each IOP course from the Learning Resources Distributing Centre).

An integrated approach suggests the linking together of various skills and strategies into meaningful activities. Many opportunities are provided for instruction through "thematic study", through the integration of skills "across the curriculum", and through the application of skills to "real life" situations. This approach adds a motivational dimension to the program, and provides students with direct assistance in transferring specific skills to more generalized situations. Relevancy to daily living and future employment is emphasized throughout the program.

Certain fundamental principles relating to the nature of language, to children's development and to language learning have provided the theoretical framework for the development of the language arts program. Commitment to the program by teachers must be based on knowledge of what those principles are and on an understanding of what they mean in guiding the language process in school. The following then, are the principles and resulting implications that provide the major thrusts for the language arts program.

A language arts program should emphasize lifelong applications of language arts skills.

- Development of language arts skills is integrally related to success in one's further education, career and social life.
- Discriminating enjoyment of literature, live theatre, public speaking, films and other mass

media can lead to an enriched use of leisure time.

Language use reflects the interrelatedness of the processes of listening, speaking, reading, writing and viewing.

- A language arts program that provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.
- Language instruction should involve students in activities that focus on the unique contribution of the language skills when used separately and together.
- Classroom activities should incorporate experiences that reflect meaningful uses of language and provide for relating skills and content.
- A balanced program promotes the affective and psychomotor development of students as well as the cognitive dimensions of growth.

Language is used to communicate understandings, ideas and feelings, to assist social and personal development and to mediate thought processes.

- Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.
- Students should use language to explore their own feelings and their relations with others.
- The school should help students extend their thinking skills and add meaning to their experiences.
- Language learning activities provided in the classroom should be organized for a balance that allows for a communication of understandings, ideas and feelings; social and personal development; and mediation of thought processes.

Language functions throughout the entire curriculum.

- The application of language skills is necessary for successful achievement in all subject areas.
- Teachers in all subjects must assume responsibility for appropriate application of communication skills as they relate to their particular areas.

In the early years, the child's thinking and language ability develop in his own dialect.

- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

In the high school years, more emphasis should be placed on the recognition of quality and flexibility in the use of language.

- Students should become increasingly discriminating in their evaluation of communications in a variety of modes.
- Students should communicate with increasing maturity, logic and clarity.

Language variation is an integral part of language use.

- Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
- The role of the school includes helping students to recognize, appreciate and respect language differences.
- The acquisition of standard dialect should occur within a framework that provides opportunities for students to hear and practise appropriate language forms in a variety of language situations.

Experience and language are closely interwoven in all learning situations. On the other hand, experiences expand students' language by providing them with new meanings and by modifying and enlarging previously acquired ones. On the other hand, as students gain in their ability to understand and use language, they can enter into, comprehend and react to a variety of experiences.

- Students must be given opportunities to enlarge their experiences, including direct experiences and those obtained vicariously through listening, reading and viewing.

- Students must be given help in finding and using language to clarify and organize their thinking and feeling about their experiences.
- As students develop concepts and understandings there should be a continuous building from concrete experiences and discovery toward more abstract study and learning.

Language expansion occurs primarily through active involvement in language situations.

- School experiences must maintain the link between the learner and what is to be learned through activities that encourage student participation.
- Students should be given opportunities to participate in experiences that require use of language in increasingly differentiated contexts.

Through talk, the students learn to organize their environment, interpret their experiences and communicate with others. As they mature, they continue to use talk for these purposes as well as to check their understandings against those of others and to build up an objective view of reality.

- At all levels of schooling classes should be organized so that there are opportunities for teachers and students to interact through the medium of talk.
- The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.
- Experiences are enriched when they are shared through conversation and discussion.

Through writing, the student can learn to clarify thought, emotion and experience, and to share ideas, emotions and experiences with others.

- Writing affords an opportunity for careful organization of one's picture of reality.
- Through writing, students can be encouraged to develop the precision, clarity and imagination demanded for effective communication.
- Through writing, students can become sensitive to different purposes and audiences in communication.

Various mass media have their own characteristic ways of presenting ideas.

- To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular medium.
- The school must help students develop a mass media literacy through an intelligent exploration of how ideas are conveyed and through discriminative reaction and personal use of media.

Literature is an integral part of language learning.

- Students should have many opportunities to experience and respond to literature at all stages of their development.
- Access to a wide variety of literary material is essential to a balanced comprehensive literature program.

It is intended that the content and process of the Integrated Occupational English Language Arts Program sequence provide a student-centred, personal and practical approach to language learning. A program with these emphases will ensure students' success in developing concepts, skills and attitudes that are requisite to responsible participation in the home, classroom, workplace and community.

B. GENERAL LEARNER EXPECTATIONS

The Integrated Occupational English Language Arts Program is designed to assist students in developing and maintaining:

- positive and realistic self-images
- constructive relationships with others
- positive attitudes towards language and lifelong learning.

The Integrated Occupational English Language Arts Program, Grades 8 and 9, strives to use the learning facilities of the school and the learning opportunities in the community to achieve the goals of enabling students to:

- display self-confidence and tolerance, thus enhancing meaningful participation in all communication exchanges
- determine and express meanings in the environments of other subject area classrooms
- apply language in an appropriate manner to communicate effectively at home, at school, in the workplace and in the community

- explore self and broaden personal experiences through literature and media
- generalize and apply language skills to daily life and occupation situations
- apply critical and creative thinking skills to solve problems and make decisions in daily life
- display a positive self-concept, and a positive attitude toward language use and lifelong learning through active participation in the learning process
- recognize the application and influence of technology in the home, the school, the workplace and the community.

Specific Learner Expectations

Specific learner expectations (learning objectives) have been identified for the Integrated Occupational English Language Arts Program in the Statement of Content, which follows.

C. STATEMENT OF CONTENT

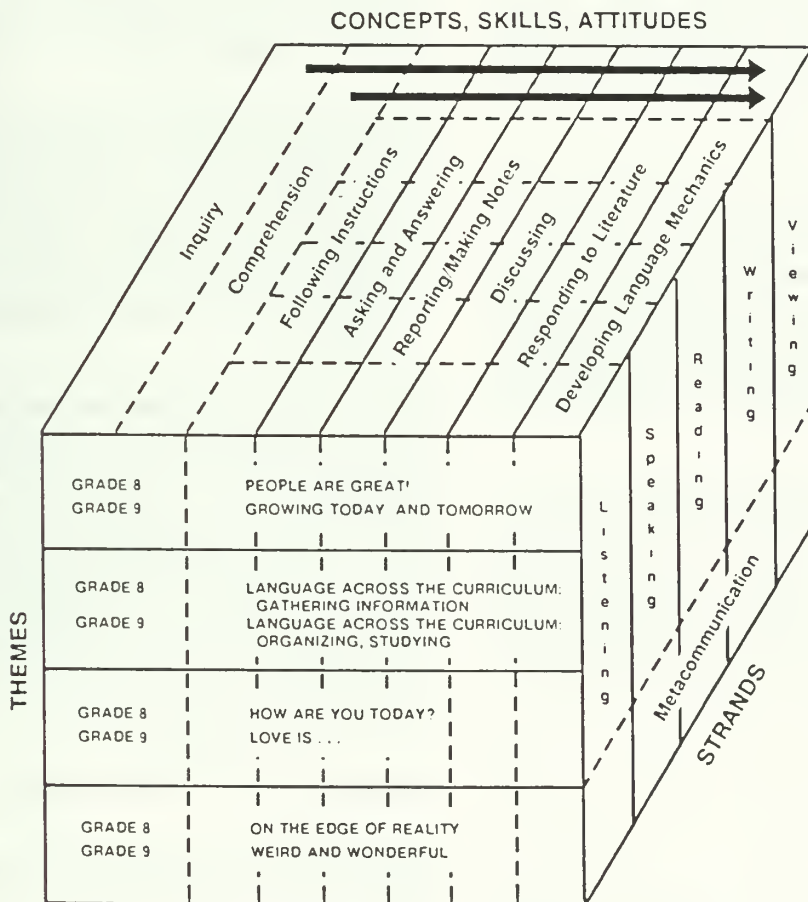
PROGRAM FRAMEWORK

The Integrated Occupational Junior High Language Arts Program is a two-course sequence: Language Arts 8 and Language Arts 9. The framework for this program is illustrated by the developmental model below.

The thematic units are placed on the front face of the model to highlight their importance in planning integrated language activities.

The three faces of the developmental model provide the basis for an integrated program. The three dimensions of the English language arts program are:

- concepts, skills and attitudes
- strands of language arts
- themes.



Developing students' abilities to **process information**, using skills such as predicting, analyzing, synthesizing, evaluating and monitoring, is emphasized throughout the program. Emphasis is also placed on:

- developing students' awareness of skills and strategies used to process information
- monitoring personal selection and application of process skills and strategies in keeping with the activity, situation.

Critical and creative thinking skills are integrated within the program to enhance students' abilities to solve problems and make decisions.

Concepts, Skills and Attitudes

The concepts, skills and attitudes outlined on the top face of the model represent one dimension of the prescribed learner expectations of the program. Prescribed concepts, skills and attitudes are organized into clusters that have been identified as appropriate to lifelong learning and effective communication at home, the school, the workplace, and the community.

The arrows emphasize that inquiry strategies and comprehension skills are to be addressed within each of the following clusters. The concepts, skills and attitudes associated with inquiry and comprehension are global in nature and, therefore, should be addressed throughout the courses.

Strands

The strands of language represent another dimension of the **prescribed learner expectations** and are integrated in the eight clusters. The language arts strands (listening, speaking, reading, writing and viewing) are the vehicles for transmitting meaning, ideas and information.

Language arts strands and related concepts, skills and attitudes are to be addressed concurrently. Language learning is developmental in nature. Teachers are encouraged to use a diagnostic/developmental approach and sequence the prescribed content to accommodate individual students' abilities, needs and learning styles.

Themes

Organizing instruction into themes integrates language arts concepts, skills, attitudes, process skills and inquiry strategies to focus attention on a particular topic, issue or concern. The thematic approach provides the applications and tasks in which concepts, skills and attitudes are combined into meaningful activities. The *IOP Language Arts Teacher Resource Manual, Grades 8 and 9*, comprises four thematic units at each grade level, in which the prescribed components of the program are integrated and clustered.

TIME ALLOCATION

Time for each course is to be allocated at the discretion of school or jurisdiction administration to reflect the needs of individual students.

COMMUNITY PARTNERSHIPS

The Integrated Occupational English Language Arts Program must enable students to recognize the relevance of language, critical/creative thinking skills and problem-solving/decision-making strategies as they apply to daily living. *Students will be expected to demonstrate an understanding that:*

- concepts and skills in language have application in daily experiences within the home, community and work environments
- goal setting, problem solving and decision making are important life skills
- preparation for an occupation or career requires that effective language skills be developed.

Community partnerships are community-based learning experiences, and will foster an appreciation of language for its usefulness and relevance. Direct community involvement will assist students to transfer specific language arts concepts, skills and attitudes to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

CURRICULAR INTEGRATION

Teachers have traditionally tended to integrate concepts, skills and attitudes from other subject areas into their courses; however, this tendency has generally been incidental rather than by curricular and instructional design. In contrast, the Integrated Occupational Program is designed specifically to integrate related concepts, skills and attitudes across the curriculum. In addition, teachers in the program are encouraged to adopt integrated planning and teaching strategies.

REQUIRED AND ELECTIVE COMPONENTS

The learning objectives identified in this document are the required components of the Language Arts 8 and 9. Elective learning objectives within each course are identified in the Integrated Occupational program of studies/curriculum guide for each level of the program.

The learning objectives are designed to accommodate individual student's abilities and needs. A variety of suggested activities provide teachers and students with the flexibility to select, adapt and further develop course content to meet local needs, interests and resources.

The required component of the program has been clustered and integrated into four themes at each grade level. These themes are developed in the teacher resource manual developed for each course (available at the Learning Resources Distributing Centre) and include a variety of student activities intended to provide suggestions, models and strategies.

The teacher is expected to assess each student's abilities upon entering a course, and develop an instructional plan that provides each student with opportunities to experience success.

Students' abilities, needs and interests will largely determine the use of elective time. The elective component provides opportunities for varying organizational and instructional strategies that facilitate learning and that are appropriate to each student's developmental stage and learning style. The elective component of the Integrated Occupational English Language Arts Program provides opportunities for:

- remediation or reinforcement of concepts, skills and attitudes within the required component
- extension or enrichment of the program by introducing additional concepts, skills and attitudes considered appropriate to students' interests and needs.

The instructional time for each English language arts course should be apportioned:

- 80% Required
- 20% Elective.

PROGRAM SEQUENCES AND TRANSFER POINTS

Students may enter the Integrated Occupational Program at either the Grade 8 or Grade 9 levels. Criteria for determining student eligibility for the Integrated Occupational Program are provided in the *Guide to Education: Junior High School Handbook*.

After one or two years in the IOP at the junior high school level, students may transfer to regular programs, or progress in the Integrated Occupational Program at the senior high school level. Decisions regarding course sequences and transfer points throughout junior high school should reflect the achievements, needs and interests of individual students.

Teachers are encouraged to assist students in planning their high school programs. All students should become familiar with the credit requirements for graduation from senior high school, and obligatory courses for the Certificate of Achievement and/or diplomas. Information regarding high school programs and graduation requirements is outlined in the *Guide to Education: Senior High School Handbook*.

SPECIFIC LEARNER EXPECTATIONS

Specific learner expectations for each of the IOP junior high English language arts courses are provided on the following pages. The learner expectations comprise the required component of each English language arts course.

Please note that although the specific learner expectations that follow comprise the required component of each language arts course, they are not intended to provide a sequenced plan for instruction. Prescribed concepts, skills and attitudes should be appropriately clustered and applied to progressively difficult and/or age-appropriate situations as students advance through junior high school.

Teachers are encouraged to organize for instruction in ways that are consistent with the abilities, needs and interests of students, using relevant sections of the *IOP Language Arts Program of Studies/Curriculum Guide Grades 8 and 9* and *IOP Language Arts, Teacher Resource*

Manual Grades 8 and 9 (available from the Learning Resources Distributing Centre), locally developed themes or a combination of approaches.

The following pages outline the content for the Integrated Occupational English Language Arts Program, Grades 8 and 9. It is intended that teachers make adjustments to these statements to meet the needs of students.

Each page contains the following:

- **Concepts.** Teachers should work toward developing student understanding of these concepts throughout the entire junior high school experience.
- **Skills.** The skills are related to the concept statements and should be developed within the framework of the concept statements.
- **Attitudes.** Concepts, skills and attitudes should be addressed concurrently.

Note: In cases where specific learner expectations have been extended across the columns, it is expected that teachers will help students increase in proficiency from grade to grade even though varying levels of proficiency have not been specified.

A primary goal of the Integrated Occupational English Language Arts Program is to enhance students' self-esteem by providing them with opportunities to become more competent in their use of language. Language learning is a developmental process during which skills and related concepts and attitudes are refined and expanded over time, in various contexts.

Integration

The Statement of Content provides the concepts, skills and attitudes to be addressed at each grade level. Teachers are encouraged to cluster and integrate the concepts, skills and attitudes in keeping with the abilities and needs of students. Language skills and related concepts and attitudes are interdependent.

Critical and creative thinking skills are integrated within the learning objectives to

enhance student ability to process information, solve problems and make decisions.

Sequence

Students differ in the ways and rates at which they acquire concepts, skills and attitudes. Teachers are encouraged to sequence objectives and activities to maximize students' strengths and needs. It is intended that skills and related concepts and attitudes be applied to progressively difficult and/or age-appropriate situations as students advance through senior high school. Successful sequencing involves matching learning tasks in context to the individual student's needs, interests, learning styles and growth patterns. The sequence should begin with the identification of the student's current performance, lead to the diagnosis of problem areas and focus on promoting growth in language development and use.

The Grade 8 course introduces many skills with which students may be unfamiliar from previous school placements; the Grade 9 course focuses on expanding the application of skills within new contexts.

Additional information about integrating and sequencing is available in the *IOP Language Arts Program of Studies/Curriculum Guide, Grades 8 and 9*, and *IOP Language Arts Teacher Resource Manual, Grades 8 and 9*.

**STATEMENT OF CONTENT
INTEGRATED OCCUPATIONAL PROGRAM
ENGLISH LANGUAGE ARTS, GRADES 8 AND 9**

(Note: Skills and attitudes that extend across columns reflect the continuous process of language development.)

I. INQUIRY

Students will be expected to develop and apply process skills, such as gathering, organizing, analyzing, synthesizing and evaluating to solve problems, make decisions and answer questions in everyday situations. Students will also use process skills and inquiry strategies to enhance their ability to study.

Specific Learner Expectations

Grade 8

Grade 9

Attitudes: *Students will be expected to*

- develop a desire to understand and expand knowledge and application of process skills and inquiry strategies
- appreciate the advantages of an increased understanding of process skills and inquiry strategies at home, at school, in the workplace and in the community
- develop a desire to increase risk taking in all environments.

Concepts: *Students will develop an understanding that*

- processing information involves selecting and applying appropriate thinking skills and strategies
- specific skills and steps are involved in applying inquiry strategies at home, at school, in the workplace and in the community
- effective inquiry strategies involve the use of critical and creative thinking skills
- effective use of inquiry strategies will enhance one's ability to take risk in all environments.

Skills: *Students will be expected to*

Examine process skills

- identify and apply the process skills of:
 - recalling
 - imagining
 - interpreting
 - applying
 - analyzing
 - synthesizing
 - monitoring
 - evaluating

Identify inquiry strategies: problem solving/ decision making, critical and creative thinking, studying

Skills: *Student will be expected to*

Examine process skills

- identify and apply the process skills of:
 - recalling
 - imagining
 - interpreting
 - applying
 - analyzing
 - synthesizing
 - monitoring
 - evaluating

Identify inquiry strategies: problem solving/ decision making, critical and creative thinking, studying

- recognize inquiry strategies as aids to understanding personal use of inquiry strategies

Specific Learner Expectations

Grade 8

Skills: *Students will be expected to*

Investigate problem-solving/decision-making strategies

- examine the purpose of developing a plan
- investigate a variety of problem-solving/decision-making strategies
- apply strategies to specific issues and problems
- examine consequences of behaviour
- recognize that planning and consequences are interrelated

Examine critical and creative thinking

- identify critical and creative thinking strategies
- use process skills to investigate and apply critical and creative thinking strategies

Investigate studying skills

- identify studying skills:
 - locating
 - organizing
 - note making
 - outlining
 - summarizing
 - recalling
 - memorizing
 - reviewing
 - referencing.

Grade 9

Skills: *Students will be expected to*

Investigate problem-solving/decision-making strategies

- examine the purpose of developing a plan
- investigate a variety of problem-solving/decision-making strategies
- apply strategies to specific issues and problems
- examine consequences of behaviour
- recognize that planning and consequences are interrelated

Examine critical and creative thinking

- identify critical and creative thinking strategies
- use process skills to investigate and apply critical and creative thinking strategies

Investigate studying skills

- identify studying skills:
 - locating
 - organizing
 - note making
 - outlining
 - summarizing
 - recalling
 - memorizing
 - reviewing
 - referencing
- recognize internal and external conditions conducive to studying
- apply studying skills.

II. COMPREHENSION

Students will develop their abilities to use a variety of strategies to enhance their understanding of print and non-print materials.

Specific Learner Expectations

Grade 8

Attitudes: *Students will be expected to*

- realize the importance to daily living and lifelong learning of continually increasing one's comprehension abilities
- appreciate the importance of understanding the strands of language and their application when sending and receiving messages

Grade 9

Specific Learner Expectations

Grade 8

Grade 9

Attitudes (continued)

- realize the value of accurate messages in the home, the school, the workplace and the community
- acquire a desire to be understood in the communication process
- develop an eagerness to apply critical/creative thinking, problem-solving and decision-making strategies in daily living
- develop an attitude of pride in personal accomplishments related to communication
- develop a desire to read and comprehend a variety of materials.

Concepts: *Students will develop an understanding that*

- a relationship exists among the strands of language in delivering, receiving and determining meaning
- knowledge about the strands of language and their use will increase comprehension
- the active involvement of the sender and receiver is integral to comprehension
- the skills and related steps involved in applying critical/creative thinking, problem-solving and decision-making strategies enhance comprehension
- vocabulary, message delivery strategies and responses differ according to social situations
- verbal and non-verbal cues are important when communicating
- monitoring and evaluating personal use of language will enhance communication.

Skills: *Students will be expected to*

Use boldface, italics, spacing, capitalization, headings, titles as aids to comprehension

- realize that these features are meant to attract attention
- realize that these features help set purpose for the reading that follows

Apply word recognition skills: sight words, phonetic analysis, structural analysis

Skills: *Students will be expected to*

Use boldface, italics, spacing, capitalization, headings, titles as aids to comprehension

- realize that these features are meant to attract attention
- realize that these features help set purpose for the reading that follows

Apply word recognition skills: sight words, phonetic analysis, structural analysis

Extract meaning from context clues: e.g., synonyms, antonyms, similes, examples

Use signal words as aids to comprehension: e.g., if, the, however

Interpret indeterminate qualifiers: e.g., rather, somewhat, more or less

Interpret modal verbs: e.g., would, could, should, can, might, may

Understand probability words: e.g., maybe, chance, possibly, perhaps

Specific Learner Expectations

Grade 8

Skills: *Students will be expected to*

Develop vocabulary

- technical vocabulary
- specialized meanings of common words
- descriptive vocabulary

Identify the main idea

Identify supporting detail

Make predictions

Identify consequences

Retell a story or describes an event, observing sequence of events

Use visual information as aids to comprehension: e.g., graphs, charts, maps, pictures, signs and symbols

Process information

- distinguish between old and new information.

Grade 9

Skills: *Students will be expected to*

Develop vocabulary

- technical vocabulary
- specialized meanings of common words
- descriptive vocabulary
- multiple meaning of words

Identify the main idea

- select a title for a reading passage

Identify supporting detail

- recognize non-relevant detail in passage
- relate supporting detail to main idea

Distinguish fact/fiction/opinion

- recognize bias prejudice
- recognize persuasive language

Make predictions

Draw conclusions

- make inferences

Identify consequences

- recognize cause/effect relationships

Retell a story or describes an event, observing sequence of events

- summarize

Set purpose for communication experience

- develop reading habits suited to the task

Use visual information as aids to comprehension: graphs, charts, maps, pictures, signs and symbols

- convert visual information to verbal form

Process information

- distinguish between old and new information.

III. FOLLOWING INSTRUCTIONS

Students will use listening, reading and thinking skills to enhance their abilities to follow instructions accurately. In addition, students will apply speaking and writing skills to give clear, precise instructions to others.

Specific Learner Expectations

Grade 8

Attitudes: *Students will be expected to*

- appreciate the need to follow and give instructions precisely
- develop an understanding that self-concept is related to the ability to follow instructions and to the quality of work
- understand the importance of developing a positive attitude regarding giving and following instructions with precision
- develop a desire to follow instructions accurately and to give instructions thoroughly.

Concepts: *Students will develop an understanding that*

- a need exists in all settings to follow written and verbal instructions, and that there are consequences of not following written and verbal instructions precisely
- giving clear verbal and written instructions is important
- following and giving instructions involves synthesizing information from a variety of sources
- developing strategies to increase the ability to follow and give instructions at home, at school, in the workplace and in the community is important to effective communication.

Skills: *Students will be expected to*

Interpret and follow verbal instructions

- discern when verbal instructions must be followed precisely
- recognize the need for sequence

Interpret and follow written instructions

- Discern when written instructions must be followed precisely

Interpret visual information to follow instructions

- synthesize information from signs and symbols

Formulate clear instructions others can follow

- give clear verbal instructions.

Skills: *Students will be expected to*

Interpret and follow verbal instructions

- discern when verbal instructions must be followed precisely
- recognize the need for sequence

Interpret and follow written instructions

- discern when written instructions must be followed precisely
- skim instructions to obtain overview

Interpret visual information to follow instructions

- synthesize information from signs and symbols
- synthesize information from text and diagrams
- synthesize information from text and tables

Formulate clear instructions others can follow

- give clear verbal instructions
- give clear written instructions

Offer alternative forms of instruction

- convert written information to verbal form.

IV. ASKING AND ANSWERING

Students will develop their abilities to generate questions for a variety of purposes and respond appropriately to questions in numerous situations. Further, students will develop confidence in asking and answering questions, thus increasing risk-taking.

Specific Learner Expectations

Grade 8

Attitudes: *Students will be expected to*

- recognize the importance of generating questions for specific purposes
- develop an attitude of openness related to asking questions and use questions to satisfy individual curiosity
- appreciate the strategies necessary to ask and answer questions appropriately.

Concepts: *Students will develop an understanding that*

- developing a variety of questioning techniques is important to effective communication
- the social situation will dictate the type of questions and responses expected.

Skills: *Students will be expected to*

Formulate questions

- generate questions for a specific purpose.

Skills: *Students will be expected to*

Formulate questions

- generate questions for a specific purpose
- generate questions to elicit further information
- formulate higher levels of questions

Recognize whether an answer is expected or required

- recognize rhetorical/redundant questions.

V. REPORTING/MAKING NOTES

Students will use a variety of skills to gather and organize information, and present information through written, oral and/or visual reports.

Specific Learner Expectations

Grade 8

Attitudes: *Students will be expected to*

- appreciate the function of organizing and planning at home, at school, in the workplace and in the community
- develop a desire for accuracy in reporting and making notes
- appreciate the importance of reporting and note making strategies in daily lives.

Grade 9

Specific Learner Expectations

Grade 8

Grade 9

Concepts: *Students will develop an understanding that*

- planning involves the use of organizational patterns
- developing the ability to organize information by locating and selecting suitable sources is important when reporting and making notes
- selecting resources appropriate to the task will enhance reporting and making notes
- numerous strategies may be used to report information and convey ideas effectively.

Skills: *Students will be expected to*

Make lists

- categorize items on a list

Gather information

- locate and select suitable sources of information

Recognize organizational patterns

- enumeration of events

Outline

- organize information according to main ideas and supporting details

Report

- give an eyewitness verbal report
- give a demonstration.

Skills: *Students will be expected to*

Make lists

- categorize items on a list

Gather information

- locate and select suitable sources of information
- select appropriate modes for transmitting information
- organize and store personal information for retrieval at a later date

Recognize organizational patterns

- enumeration of events
- chronological order
- cause and effect

Outline

- organize information according to main ideas and supporting details
- identify key words and phrases
- select relevant details
- discard irrelevant details
- summarize
- use symbols and abbreviations
- change sentences to point form

Report

- give an eyewitness verbal report
- give a demonstration
- produce a written report.

VI. DISCUSSING

Students will enhance their abilities to apply speaking skills in small and large group discussions. Students will also use speaking skills to help organize and generate ideas and thoughts.

Specific Learner Expectations

Grade 8

Attitudes: *Students will be expected to*

- develop a sense of confidence in personal discussing abilities
- appreciate the roles accepted by members of a discussion group
- acquire a desire to share information through discussion
- develop a desire to apply the written and unwritten rules of discussing
- appreciate and accepts the opinions expressed by others.

Concepts: *Students will develop an understanding that*

- there are numerous written and unwritten rules of discussing, and that adhering to these rules will enhance communication
- specific responsibilities are associated with discussion roles
- one must identify and respond to non-verbal communication cues, and effectively use non-verbal cues.

Skills: *Students will be expected to*

Recognize conventions of holding a discussion

- recognize roles and tasks
- help generate rules for behaviour
- share information

Differentiate between fact and opinion.

Grade 9

Skills: *Students will be expected to*

Recognize conventions of holding a discussion

- recognize roles and tasks
- help generate rules for behaviour
- share information
- monitor and evaluate personal involvement

Differentiate between fact and opinion

Form opinions

- formulate foundation for opinion
- assert and defend personal opinion

Recognize that an issue can have more than one side

- permit/respect others' opinions.

VII. RESPONDING TO LITERATURE

Students will use the characters and situations in literature to expand their knowledge and learn more about themselves and others. Students will examine problem-solving and decision-making strategies in literature and compare with personal strategies.

Specific Learner Expectations

Grade 8

Attitudes: *Students will be expected to*

- develop an appreciation of various types of literary genres
- initiate a desire to read for a variety of purposes, including enjoyment
- appreciate the ability of the printed word to transport the reader to a new and unknown world, thus providing unique experiences.

Concepts: *Students will develop an understanding that*

- a variety of literary genres exists
- the ability to explore the elements of a literary or media selection, identify the purpose and relate these to form are important when developing understanding
- selecting reading material suited to the task will enhance understanding
- a relationship between literature and reality exists and warrants exploration
- selecting and reading material will increase personal knowledge and enjoyment.

Skills: *Students will be expected to*

Identify various literary genres

- distinguish between fiction and non-fiction

Develop an understanding of story elements

- setting
- character
- conflict

Identify clues that provide information about setting

Investigate characteristics

- identify main characters.

Grade 9

Skills: *Students will be expected to*

Identify various literary genres

- distinguish between fiction and non-fiction
- identify fiction genres: e.g., short story, novel, poetry, play
- identify non-fiction genres: e.g., biography, autobiography, textbook

Develop an understanding of story elements

- setting
- character
- conflict
- plot

Identify clues that provide information about setting

Investigate characteristics

- identify main characters
- recognize methods of characterization
- find clues that establish relationships between characters.

Specific Learner Expectations

Grade 8

Skills: *Students will be expected to*

Respond to literature

- read for a variety of purposes
- identify various types of reading material with individual appeal

Recognize that literature reflects human life and experiences.

Grade 9

Skills: *Students will be expected to*

Identify forces in conflict

- individual vs individual
- individual vs environment
- individual vs self

Investigate plot

- detect plot unfolding

Respond to literature

- read for a variety of purposes
- identify various types of reading material with individual appeal
- select material at appropriate level of difficulty for independent reading
- form a personal response

Recognize that literature reflects human life and experiences

- identify universal themes in literature
- identify with people and situations encountered in literature
- relate literature experience to personal experience
- become increasingly sensitive to the feelings of others

Recognize literary devices

- symbolism
- similes.

VIII. DEVELOPING LANGUAGE MECHANICS

Students will develop and apply strategies to edit material written by themselves and others.

Specific Learner Expectations

Grade 8

Attitudes: *Students will be expected to*

- appreciate the need to develop and apply mechanically correct communication at home, at school, in the workplace and in the community
- develop a desire to adhere to the conventional mechanics of language in written and verbal communication
- develop curiosity and interest in the evolution of language.

Grade 9

Specific Learner Expectations

Grade 8

Concepts: *Students will develop an understanding that*

- using appropriate parts of speech, vocabulary and grammar in written and verbal communication will enhance meaning
- language conventions should be applied appropriately when developing written products
- numerous strategies may be used to enhance one's ability to apply appropriate language mechanics
- a relationship exists between the social situation and the selection of appropriate language.

Skills: *Students will be expected to*

Use correct parts of speech

- use correct verb form
 - verb tense
 - subject/verb agreement
 - irregular verbs, such as be, have, go, see, do, come
- use pronouns correctly
 - possessive pronouns
 - agreement between pronoun and pronoun reference
- recognize and correctly use a variety of parts of speech, such as
 - nouns
 - adjectives
 - adverbs

Identify and write complete sentences

- interpret compound and complex sentences

Adhere to conventions of spelling

- use a systematic approach to identify predictable spellings
- use a systematic approach to identify unpredictable spellings
- use a dictionary to check spellings

Use correct punctuation, such as

- periods
- commas
- question marks
- exclamation marks.

Grade 9

Skills: *Students will be expected to*

Use correct parts of speech

- use correct verb form
 - verb tense
 - subject/verb agreement
 - irregular verbs, such as be, have, go, see, do, come
- use pronouns correctly
 - possessive pronouns
 - agreement between pronoun and pronoun reference
- recognize and correctly use a variety of parts of speech, such as
 - nouns
 - adjectives
 - adverbs

Use transitional devices, such as because, since, therefore, thus, also, in addition, further, but, however, though

Identify and write complete sentences

- interpret compound and complex sentences
- write paragraphs

Adhere to conventions of spelling

- use a systematic approach to identify predictable spellings
- use a systematic approach to identify unpredictable spellings
- use a dictionary to check spellings

Use correct punctuation, such as

- periods
- commas
- question marks
- exclamation marks

Identify appropriateness of formal/informal registers

- identify slang, idioms, clichés
- adhere to conventions according to social situations.

D. LEARNING RESOURCES

BASIC LEARNING RESOURCES

Grade 8

Allington, Richard L., et al. *Wonders and Winners*.
Glenview, Illinois: Scott, Foresman and
Company, 1985.

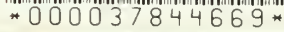
Grade 9

Allington, Richard L., et al. *Sights and Sounds*.
Glenview, Illinois: Scott, Foresman and
Company, 1985.

SUPPORT LEARNING RESOURCES

Support learning resources are identified in the
*IOP Language Arts Program of Studies/
Curriculum Guide, Grades 8 and 9* and in the *IOP
Language Arts Teacher Resource Manual, Grades 8
and 9*.

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